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ABC SUMMER PROGRAM, 1967.

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THE THIRD SUMMER (1967) OF THE MT. HOLYOKE COLLEGE RESIDENTIAL SUMMER PROGRAM FOR ABLE, DISADVANTAGED HIGH SCHOOL GIRLS IS DESCRIBED. BECAUSE OF A DRASTIC CUT IN SCHOLARSHIP FUNDS, THE PROGRAM WAS FORCED TO CHANGE FROM ITS ORIGINAL PLAN TO PREPARE THESE GIRLS FOR ADMISSION TO PRIVATE SCHOOLS. INSTEAD, THE PROGRAM OFFERED COLLEGE PREPARATION AND COUNSELING AND A VARIETY OF RECREATIONAL, CULTURAL, AND CREATIVE ACTIVITIES TO GIRLS WHO WOULD RETURN TO THEIR OWN HIGH SCHOOLS. DISCUSSED ARE THE SELECTION OF STUDENTS, FACULTY, AND RESIDENT TUTORS, AND VARIOUS PROGRAM CURRICULUMS. MEDICAL AND FINANCIAL REPORTS ARE PRESENTED, AND A SUMMARY OF RESEARCH ON THE SUMMER PROGRAM COMPARES SOME DATA ON THE 1965, 1966, AND 1967 GROUPS OF GIRLS PARTICIPATING IN THIS PROGRAM. PRE- AND POST-1967 SESSION QUESTIONNAIRES INDICATED A POSITIVE ATTITUDE TOWARD THE PROGRAM, ALTHOUGH AT THE END OF THE SUMMER THE NUMBER OF AFFIRMATIVE RESPONSES HAD DROPPED SOMEWHAT. APPENDIXES INCLUDE A SAMPLE DAILY SCHEDULE, INFORMATION ON THE GEOGRAPHIC DISTRIBUTION OF THE STUDENTS, AND A FAMILY AND STUDENT ACADEMIC PROFILE. (NH)

REPORT – 1967
ABC SUMMER PROGRAM

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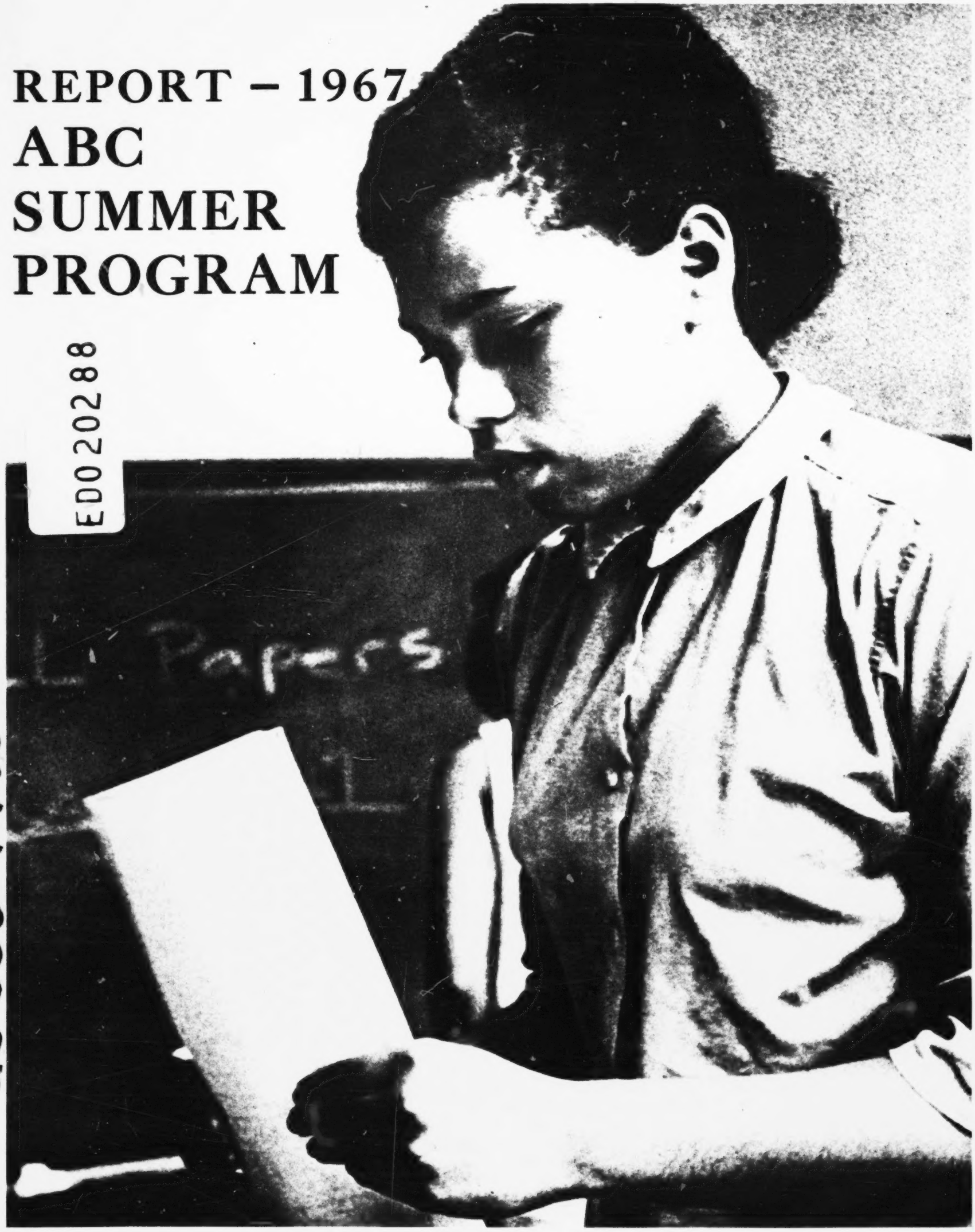

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MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MASSACHUSETTS

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1967

ABC SUMMER PROGRAM

Sponsored by

MOUNT HOLYOKE COLLEGE

Assisted by the Rockefeller Foundation

for

students recruited by

A BETTER CHANCE

Independent Schools Talent Search

Report by Frances M. Kerr, *Director*
Valerie E. Russell, *Assistant Director*

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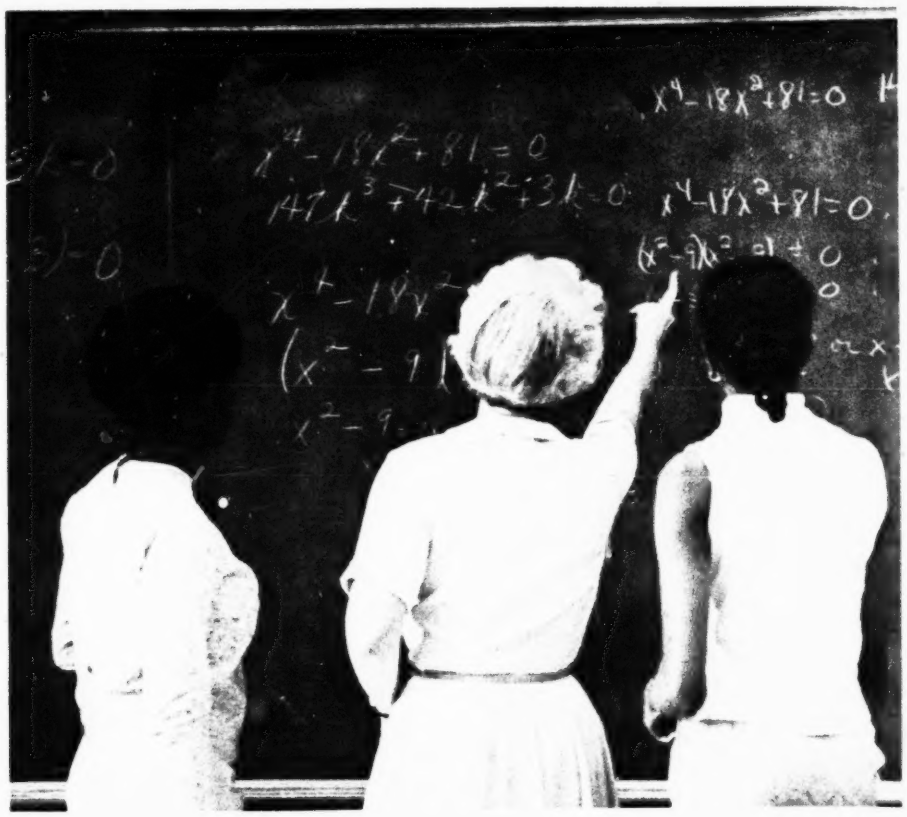

Letters from Mississippi

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ABC Responsibility	Name	Previous Academic Year
Director	Mrs. Oliver W. Kerr	Director, ABC Program Mount Holyoke College
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Mathematics Coordinator	Mrs. Dis Maly	Head of Department of Mathematics Emma Willard School Troy, New York
Mathematics Instructors	Miss Sarah M. Curtis	Head of Mathematics Department Northfield School East Northfield, Massachusett

ABC Responsibility	Name	Previous Academic Year
	Mr. Frederick P. Haller	Mathematics Teacher Emma Willard School Troy, New York
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Physical Education Instructors	Miss Carol L. Durentini	Graduate Assistant in the Department of Women's Physical Education University of Massachusetts Amherst, Massachusetts
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Volunteer for Art	Mrs. Richard Provost	Graduate Student in Art Mount Holyoke College

Resident Tutors	Class	Major
Kate L. Foster	1967	English
Linda C. Graham	1968	Chemistry
Karla E. M. Haartz	1967	Sociology
Susan A. Inui	1968	Sociology
Karen J. Kunkel	1968	Psychology
Marie T. Oliver	1969	Political Science
Susan D. Rieger	1968	English
Barbara Smith	1969	Sociology
Susan C. Taff	1968	German
Carol B. Wenk	1968	Mathematics

BACKGROUND

Problems of urban schools and particularly those of the large number of socially and economically disadvantaged children and youth attending them are being discussed and examined everywhere by educators and concerned individuals. Many universities, colleges, and independent secondary schools are providing supplementary educational experiences to groups of these young people who without substantial and direct assistance would not realize their full potential as human beings or effectively functioning members of society. While the broad objective of the supplemental program is to increase the potential of the individual for college attendance, the immediate result is almost without exception the strengthening of academic performance and a concomitant rise in the level of aspiration of youths involved.

In 1965 and 1966 Mount Holyoke College, in association with A Better Chance/Independent Schools Talent Search (ABC/ISTS) and with financial support from the Rockefeller Foundation, Office of Economic Opportunity, and an anonymous donor, sponsored summer programs for groups of intellectually able high school girls from disadvantaged circumstances. The programs enrolled students entering 9th, 10th, and 11th grades, were designed to acquaint them with the more rigorous academic demands of most independent schools, and served as a means of preparing them psychologically and socially for life at an independent school.

The 1967 Mount Holyoke College ABC Summer Program, the third in the series of eight-week summer programs, was quite different. Unlike the 1965 and 1966 groups, the participants did not come to Mount Holyoke for a program offered to help them make a successful transition from public to independent schools. This group of girls did not have scholarships to independent schools. At the conclusion of the ABC Summer Program, they returned to their own homes and

community schools. All were chosen from the large group of talented students who had applied to ABC/ISTS for scholarships. All might have been successful if the number of scholarships available had not been greatly reduced.

Developments leading to the change in the nature of the Mount Holyoke program began with an announcement by the Office of Economic Opportunity in the fall of 1966 to the effect that, because of serious reductions in its budget, it could fund no new scholarships for ABC/ISTS applicants. Implications for the many aspiring and deserving boys and girls seeking through ABC/ISTS a means of achieving a first-rate education were clear, and among the many supporters of the talent search the response was swift and forceful.

Many communications urging continued OEO assistance for new ABC students were sent to the President of the United States, members of Congress, and to the Director of the Office of Economic Opportunity. Responses to the appeal were sympathetic, but the lack of funds that precipitated the shift in the priorities of OEO remained a barrier to a reversal of the previously announced decision. OEO would continue to honor its commitment to ABC students already attending independent schools but would sponsor no new ABC students.

The loss of OEO support for new scholarships was an unfortunate reversal for ABC/ISTS, but for the participating girls and coeducational schools the effect was crucial, as it occured at a time when the scholarship funds of many were already heavily obligated in the interest of ABC students. Consequently, only 20 scholarships were made available to girls in 1967 as compared to 100 in 1966. The number of scholarships for boys was reduced to 130 as compared to 325 in 1966.

In a review of the number and nature of programs needed to provide the customary transitional summer for the 1967 recipients of scholarships, the Directors of ABC/ISTS and its Board of Trustees asked Carleton College to conduct a coeducational program to include the 20 girls. The remainder of the

boys would attend programs at Dartmouth and Williams Colleges.

Mount Holyoke, unwilling to abandon its commitment to contribute in a meaningful way to the effort to assist disadvantaged girls who wish to qualify for admission to competitive colleges, considered the advantages of an ABC Program for the student continuing her education in her own community and coping with the conditions attendant upon life in the central city. Such a program would combine strong academic features with opportunities for participation in a variety of recreational, cultural, and creative activities. Students would receive an exposure to planned pre-college counseling to acquaint them in a general way with college admissions requirements and provide them with a broad perspective relative to scholarships and financial aid presently available to qualified students who need assistance. We were also aware of the value of such a program in helping us to determine if ABC has significance and worth in itself or only as an integral part of an independent school experience.

The Rockefeller Foundation agreed to permit the final installment of its $150,000 grant to Mount Holyoke to be used in support of such a program. ABC/ISTS made its files available to us to be used in the selection of a group of students and in addition offered to cooperate in the subsequent follow-up of the students.

SELECTION OF STUDENTS

Applications of approximately 800 ABC/ISTS girls were reviewed by the director of the Mount Holyoke College ABC Program and a group of 78 whose ages ranged from 13 to 16 was selected. Preference was given to students whose family and environmental circumstances were indicative of extensive social, economic, or educational deprivation but whose school records revealed a potential for further personal and academic growth. An effort was made to concentrate on girls residing in states on or near the east coast. Several students from Ohio and Kentucky were included to add diversity to the group.

A letter of invitation, with a brochure describing the purpose and offerings of the 1967 program, was sent to each girl, and an announcement of the program with copies of communications to students was sent to the resource persons. Acceptances from 72 were promptly received.

Although a number of students came from small towns and rural communities, the majority were from such large urban centers as Boston and Springfield, Massachusetts; Hartford and New Haven, Connecticut; New York City and Brooklyn; Trenton, New Jersey; Philadelphia, Pennsylvania; Richmond and Norfolk, Virginia; Charlotte, North Carolina; Charleston, South Carolina; Savannah and Atlanta, Georgia; New Orleans, Louisiana; Memphis and Nashville, Tennessee; Jackson, Mississippi; Cleveland and Columbus, Ohio; and Washington, D. C.

As in former years, Negro girls were in the majority. Ethnically the group was distributed as follows: Puerto Rican, 1; Caucasian, 7; and Negro, 64.

One of our concerns involved the possibility that upon the return of students to their homes and schools, benefits accruing from the summer experience might not be sustained, that academic gains might not be carried over and reflected in school achievement, or new perspectives shared. In an attempt to assure the maximum retention of such gains, we made an effort to select students

from reasonably stable homes where substantial moral support existed for their educational aspirations. Forty-three students came from homes in which both parents were present and 27 from homes where only one parent was present. Two students were residing with relatives other than parents.

FACULTY AND RESIDENT TUTORS

A faculty of twelve experienced and knowledgeable teachers from public and private schools, six of whom were participants in previous Mount Holyoke ABC Programs, was selected. Mrs. Dis Maly, for the third summer, was coordinator for mathematics and Miss Elizabeth Eidlitz, a teacher in the 1965 program, served as coordinator for English.

Guidelines for the summer were formulated in a series of conferences with the assistant director, coordinators, the sports instructors, and the resident tutors. A spring planning conference involving the full staff was not held this year. All personnel, however, arrived four days in advance of the students for conferences and final planning.

Nonacademic activities and all aspects of dormitory life were supervised by the assistant director and ten Mount Holyoke undergraduate resident tutors.

Tutors assisted the swimming, tennis, and dance instructors. They planned and chaperoned weekend recreational and cultural activities for the seven or eight students in their tutor groups and assisted with evening activities--music, drama, art, science, and math clubs; the newspaper; the seminars; and the student council.

The role of resident tutor demands inexhaustible energy, patience, empathy, perception, intellectual competence, a sense of purpose, and a variety of talents and skills. We were again fortunate in having a group of young women who possessed these qualities.

PROGRAM

The program was structured to serve several functions but the primary emphasis and thrust remained academic. The curriculum stressed English and mathematics and provided excellent opportunities for review as well as the introduction of new topics in both disciplines. For students who achieved low scores on a diagnostic reading test, a developmental reading and study skills course was offered.

Class size remained small (eight to fourteen students) so each girl received ample individual help. Periods were forty minutes long. As in previous summers English and mathematics classes met nine times a week, daily Monday through Saturday, with an additional period alternating mornings, three mornings a week. Reading classes met six times a week.

Because students were not preparing to begin an independent school regimen, the evening study periods were reduced from six to three. Forty-five minutes were added to the afternoon conference/study period which was scheduled for five days a week. Students also were in at least two supervised study halls during the morning hours.

A variety of evening activities, including art, music, drama, folk dance, science, and math clubs; newspaper; creative writing; independent reading; and the Wednesday evening seminar, served as a means of satisfying the students' need for creative self-expression, provided an opportunity for its cultivation, and was an extension of the academic experience.

Academic

A detailed description of the academic program is contained in the reports of the English and mathematics coordinators and of the reading teacher.

ENGLISH COORDINATOR'S REPORT

by Elizabeth Eidlitz

As in previous years, we had to start with our students academically where we found them and often discovered the design in the English program's fabric emerging only as--to paraphrase Roethke--we took our waking slow, and learned by going where we had to go. Yet central to our planning was the fact that the needs of this year's students, returning to familiar environments, did not dictate a curriculum tailored to provide transition into the independent school milieu.

If, in our overcast hours, this change in direction made goals seem as remote as stars in a far galaxy, reorientation also made possible a heavenly freedom intrinsic to the purest pursuits of the learning process. We retained the premise that an English program should give a fair proportion of time to analysis of literature and frequent opportunities for verbal expression through composition and oral discussion. Yet, liberated from recourse to the classroom motivational ploy, "you'll need this," teachers were freer to select from a wide range of possible materials important for their own sake and for their immediate relevance to the interests and needs of any given section of individuals.

Our corporate aims were to give substance to such clichés as "the search for identity" and "the broadening of one's horizons" by offering constant opportunities for self-evaluation in a competitive atmosphere where a high level of achievement was expected; by presenting a variety of perspectives on a single theme; by promoting controversial exchanges of honest opinions and perceptions; and by encouraging students to hone their five senses on the whetstone of experience and to relate every experience, personal or fictional, to the meaningfulness of their own lives.

We would measure our success neither by the number of spurious so-called "right answers" that might be imposed upon a captive audience, nor by a student's acquired poise to walk the straight and narrow paths through well-manicured, middle-class flower beds; rather, we would assess our value by a student's awareness in discovering "always the beautiful answer who asks a more beautiful question" and by her ability to choose whatever tools she could utilize in cultivating her own garden.

Entering what Marianne Moore terms an "imaginary garden with real toads," we began the summer with a study of poetry. From Six Centuries of Great Poetry; American Negro Poetry; Art and Craft in Poetry; The Pocket Book of Modern Verse; and photographs in The Family of Man, our basic texts, each teacher selected examples illustrating elements we all considered important: imagery, the difference between denotation and connotation, the nature of objective and subjective responses, and the inferential process.

After discussing the ways in which a picture and a poem convey meaning, many classes wrote objective descriptions as well as short subjective essays on specific photographs in The Family of Man, and newspaper articles describing the events in Robert Frost's poem "Out, out -," by relying solely on objective detail, an effective assignment for demonstrating the poet's subjective view of his content.

Others, approaching poetry through study of ballads and narrative poems, closer to the more familiar story form, also realized how the important psychological aspects of narrative are conveyed through suggestion rather than factual statements.

Some students enjoyed reading orally poems written in Negro dialect and discovered a variety of interpretations from poems like Angeline Grimke's "The Black Finger," James Johnson's "Go Down Death," William Browne's "Harlem

Sounds: Hallelujah Corner," Langston Hughes' "Personal," and Sterling Brown's "Sister Lou" in their comparative study of the Negro's conception of God, religion, and heaven.

With such classroom flexibility it was possible that four students could bring to the same lunch table four different experiences from their most recent English class: one had compared and contrasted the theme, form, tone and mood of three poems about Christmas (Edna St. Vincent Millay's "To Jesus on His Birthday," William Burford's "A Christmas Tree," and Frank Horne's "Kid Stuff"); the second had discussed in conference her first attempts at writing jewel-like, highly disciplined Haiku; the third had looked up biographical information about Emily Dickinson, who lived near South Hadley a century ago; the fourth, after reading selections from Langston Hughes' Book of Negro Humor, had discussed whether reacting angrily when laughed at by others is a human response, or one peculiar to Negroes.

More advanced work in poetry with imagery, irony, and symbolism provided a surprisingly logical transition to the study of George Orwell's short novel Animal Farm. All classes examined the work as a satire and discussed techniques used to gain and maintain power. Composition assignments ranged from themes based on a paraphrase of Orwell's famous quotation, "All persons are equal, but some are more equal than others," to a comparison of the novel's ending with the ending in the cartoon version of Orwell's work. But whatever a teacher's individual perspective, all teachers assigned written work offering opportunity to deal with value judgments implicit in Orwell's thesis and to select and organize relevant specifics in support of an argument. Exercises for special strengthening of composition skills were available in our text Effective English Prose: Writing for Meaning/Reading for Style (Cluett & Ahlborn).

Following a discussion of the differences between reading a novel and a drama, all classes studied William Gibson's The Miracle Worker in preparation

for the movie which was shown to students on July 17. Various important sections of the play were read aloud in class. In some cases each girl was given at least one rather lengthy section for close study so that she would be able to read it with sufficient expression to show her understanding of that particular scene. Helpful to the teaching of focus and development of an idea were class discussions on the basic conflict in the play, the thematic resolution in the final speeches, and the use of flashback technique.

While critical skills in studying drama were emphasized, we tried also to make the experience as personally meaningful as possible: one class spent a period outdoors blindfolded, recorded their impressions of the world through four senses and noted their immediate reaction to becoming sighted again after their temporary disorientation. Another not only took up the issue of the handicapped individual through supplementary reading of Milton's sonnet "When I Consider How My Light Is Spent," but found that questions fundamental to characterization of the Keller household served as springboards to such vital issues as the role of a parent and the significance of the absence of a father figure in the home. The play provided natural occasions for frank discussion of the term "disadvantaged" and a triumphant antidote to a syllabus weighted with the tragic, if not morbid. Students gained from comparing the film and written version of Helen Keller's real life story, and faculty efforts were uniquely enriched when the movie projector became a teaching machine in rather bizarre fashion: The sound track failed at the critical moment between Annie and Helen at the pump; students, vociferously frustrated at missing Helen's articulation of "water," despite their full prior knowledge of the climax, learned a great deal about appreciating their five senses and their capacity for emotional involvement even with the familiar--a lesson no human teacher could have demonstrated so well.

Our next play, A Midsummer Night's Dream, was much more cursorily treated, but by a variety of means--from close textual analysis of significant lines to imagining possible sets, lighting effects, colors and styles of costumes--we tried to prepare students for their trip to a Stratford, Connecticut matinée production of the drama. After preliminary discussion of Shakespeare and the Elizabethan theatre, we read the play aloud--with frequent interruptions to cope with the difficulties of Elizabethan language and the subtleties of Elizabethan humor--focusing primarily on the first scenes. Whatever our efforts to establish the various plots, to contrast the interweaving themes, or to define characters, it was Professor Alan McGee of the Mount Holyoke English department who gave meaning to them when he resurrected Shakespeare from the 16th century and the textbook in a delightful evening lecture.

Following his cues and the visual and auditory experience at Stratford, we built our final discussions around such general topics as the problem of illusion and reality and concepts of love. One teacher approached the latter by asking his students how they would reconcile Demetrius' comment about Hermia, "if e'er I loved her, all that love is gone," with Shakespeare's view of love's constancy set forth in Sonnet 116.

The last novel studied in depth, Edith Wharton's Ethan Frome, allowed a consideration of the varied points of view used by an author and raised such cosmic questions as that of fate vs. free will. Within Wharton's stark and carefully structured work we were able to examine more subtle uses of detail in characterization, the importance of environment and circumstance when the setting of a novel is functional rather than merely scenic, and the symbolic significance of a seemingly trivial event, like the breaking of an inexpensive pickle dish.

Armed with some knowledge of character interactions, cause and effect, setting and symbolism, students seemed able to read with considerable independence

and insight John Steinbeck's The Pearl. Our brief discussions centered not on plot, but on the significance of its episodes, the novel as a fable, the use of songs, manifestations of psychological change in a kinetic character, and thematic structure.

In lieu of a final examination the department assigned a long paper. We agreed that the last ten days of classes might most profitably be devoted to helping each student develop a synthesis and analysis of material dealing with some aspect of communication, based on primary sources and drawn from classwork, outside reading, independent research, and personal experience.

Our purposes were several: to stress the value of thinking for oneself; to encourage students to relate creatively all types of experiences and to focus a wealth of material toward a single, meaningful conclusion; to achieve some depth of analytical power through a sustained development of ideas; to stress the importance of relevance, organization, subordination, word choice, and rewriting as methods of increasing clarity and emphasis in expression; and to introduce in simple form such research skills as note-taking, topical outlining, and scholarly bibliographical form.

We set a minimum of five pages but imposed no maximum length as long as added pages were not a luxury for the disorganized. We required each student to follow six preliminary steps by 1) narrowing the broad topic, communication, to one significant aspect which she could treat fully in the time and space allotted; 2) raising and writing out possible questions implicit in her chosen aspect; 3) submitting a proposed list of relevant primary sources and supportive materials; 4) shaping a thesis statement to serve as the focal value judgment; 5) submitting a topic and/or sentence outline; and 6) writing a rough draft and revising it.

Four weeks prior to the completion deadline we offered the following range of possible approaches as valid models for use or modification:

1. Problems of communication of Negroes (or other minority groups) in a society dominated by Whites.

2. Communication between generations.

3. The frustrating effects of an individual's inability to communicate.

4. Problems of soldiers returning to civilian life after war.

5. Control of language to control behavior, i.e., controlling the society's capacity for communication.

6. Communication among animals: bees, ants, dolphins, etc.

7. Communication through silence: sculpture, painting, architecture, fossils, etc.

8. Nonverbal communication.

9. "The way characters in literature communicate with each other reflects the way I communicate with my friends."

10. "Words can never support the weight of human hearts."

11. "What most of us really wish is to be misunderstood; those who put it the other way around are hypocrites."

12. "What causes a man to behave as he does is more important than what he does."

13. "The only thing necessary for the triumph of evil is for good men to do nothing."

14. "The hottest places in Hell are reserved for those who in times of moral conflict preserve their neutrality." - Dante

15. "One picture is worth 10,000 words." - Chinese proverb

16. "No man is an island." - Donne

17. "We're lonelier than people have ever been since the cave. We live in smaller, more separated units. We may reach the moon, but it's much more urgent that we learn to reach the face across the breakfast table." - de Mille

18. "Metaphor, analogy - the perception of one thing in terms of another - are at the root of understanding itself." - Frost

With hours at a premium, it was impossible to allow valuable but time-consuming browsing, reading, and discarding. Thus, since in most cases we had to direct their reading, we drew up and distributed to students a core reading list of short selections dealing directly or tangentially with issues in

communication from our two final texts: The Treasure Chest, a collection of essay excerpts, and Fifty Great Short Stories.

We dealt with the short story form only when time permitted; most of us found that blocking out the scope of the final paper in terms of each student's interests and abilities, reviewing paragraph development, topic sentences, transitions, explaining bibliographical form and the use of a thesaurus required considerable class time and individual conferencing. But as a warming-up exercise for the long papers, girls were asked to examine all the stories they had read in terms of some motivating force--such as hate, love, fear, or jealousy--common to the behavior of several characters, or to practice finding parallels and relating material to one idea, other than that of their long paper.

We all discovered how problems of communication seen from a variety of viewpoints were to be found in almost every activity of the summer--from the first vesper service at which The Parable was shown, to a Wednesday evening seminar at which Albee's Zoo Story was read; from invisible messages of "Flower Power Sunday" to those communicated through motion by dancers at Jacob's Pillow. Even daily exchanges with roommates and a weekend trip to Hotchkiss tied in with our work, providing a common body of source material on which to draw when literary possibilities grew limited.

The final results naturally varied with the ability, interest, and maturation level of each student: the most able and mature, for whom we combed the library in search of extra books on scientific technology or psychology, or turned loose in the stacks, or taught the use of a microfilm reader, managed to exceed even what we thought might be their grasp. The younger students, or those less adept at handling abstractions, for whom we set limits on quantity to insure quality within a narrower framework, managed to examine material commensurate with their reading skills in greater perceptive depth than earlier. Many girls typed their papers, made artistic covers for them, and included creative grace notes, such

as original poems or illustrations. Thus, despite the initial panic evident on faces in our classrooms, despite the fact that at the eleventh hour the first floor of Prospect resembled headquarters for a typists' convention, we felt that the ultimate excitement and sense of real accomplishment which students derived justified the challenging difficulties of this major effort which brought into focus and personal perspective the cumulative effects of one summer's experience in learning.

Sectioning

After weighing the valid arguments for homogeneous grouping by age or ability, the department unanimously agreed in its planning session to section students heterogeneously, except for one section of nine girls slated to enter the eleventh grade in September.

We believed that given the new direction of the 1967 program, the many facets of a subject like English, and the absence of grades and final verdicts, competition and fearful inhibitions might be sufficiently reduced to make the potential stimulation of heterogeneous grouping a valuable catalyst to each student's self-realization.

Thus we classified the girls, not by SSAT scores or technical proficiency, but according to our findings in the quality of their answers to two essay-type questions on our placement exam. Each student's answers were evaluated by every member of the department. We found a high correlation even among our subjective judgments and some evidence to believe that sectioning by an almost random distribution of all but the oldest students may be as valid and practicable as sectioning based on seemingly objective units of measurement.

Tutorials

Since our philosophy and goals precluded technical "drill and grill," resident tutors were not made responsible this summer for remedial classes in mechanical or grammatical skills, nor did they present lectures to provide

note-taking practice. Instead, each of the five resident tutors who elected to help in the English academic area was assigned to a teacher and contributed to the growth of that teacher's students as the tutor's interest and time allowed. Evolving her role during weekly Friday lunch meetings with the department and in conference with the teacher to whom she was apprenticed, a resident tutor might observe classes; familiarize herself with the files of student work; help girls rewrite compositions; suggest and ferret out from the library, undergoing renovation and reclassification, source materials for the long paper; work with students excused from reading class on special projects; identify study problems; or, on rare occasion, take over a class.

Literature, Composition, and Oral Work

Beyond attempts described earlier in this report to excite student enthusiasm, develop reading techniques and verbal means of expressing new understanding of levels of meaning in literature, the curriculum was amplified in the following directions: in addition to literary staples already noted, several students worked in class on The Trojan Women, scenes from which were presented by the drama group on the Arts Weekend; Taming of the Shrew in conjunction with A Midsummer Night's Dream, and 1984 with Animal Farm. Outside class, independent reading was encouraged and facilitated by the establishment of an honor-system "Little Library" in Prospect living room. Circulation activity, recorded in the sign-out book, indicates that the most popular works were The Collected Poems of Robert Frost, Malcolm X Speaks, Franny and Zooey, The Fire Next Time, The Good Earth, and Manchild in the Promised Land.

As a contrast to bi-weekly emphasis on analytical compositions, "free" assignments were often made over weekends. Allowed to focus on any aspect of English that interested them, girls worked on outside reading and gave reports in Monday classes, wrote newspaper articles, or essays on books or personal

experiences. In this more creative vein, one class described a day in their life at age thirty; others wrote what they felt they must accomplish to be successful; many kept daily journals of their feelings, observations, and maturing conclusions.

While oral work, such as reading aloud into a tape recorder, was not part of this summer's emphasis, the department sponsored in the lab theatre a panel discussion, "Where Do We Go From Here?" on the last day of classes. Seated at a table on stage, four students, each from a different English class, spoke briefly on academic and social phases of the topic, and the editor of the ABC newspaper served as a most skillful moderator. The hour-long discussion from the floor, which gave many girls a chance to stand up and speak, also gave adult listeners a reassuring sense of the value of the 1967 ABC Program. The ubiquitous, meaningful, open-hearted candor can be sampled from the following verbatim comments, which were taped, although the audience was unaware of it:

A 14-year-old: "When I go home, I know I can't change a whole community or a whole high school, but then I see that I don't need to go out into the whole community. I have a brother that doesn't pick up a book, that doesn't think about school that much...."

A 13-year-old: "This summer, I felt for the first time important to someone. At home I wake up in the morning, go to school, come back, and I lived in that little world between school and home, and I never felt that I was important to anybody."

A 15-year-old: "The most important thing I've learned is that you can't just sit down and wait for things to come. You've got to reach out and try to grab these things. When I was home I was perfectly content to go to school and take what instructors gave me."

A 15-year-old: "Everyone knows the stage of a 'blown mind.' Well, here I've found 1,001 different places to go and recover from 'blown mind,' and I found out of seventy people, 1,001 different ways to have my 'blown mind' repaired."

Such kaleidoscopic fragments of the significant pattern were perhaps most neatly pulled together in one panelist's meaningful analogy:

"You found out how to work together, not losing your individuality. There are two terms in science: mixture and compound. In a mixture, two parts are combined but retain their characteristics. In a compound, they lose their own characteristics but gain others. We found we were mixtures in drama productions, but compounds in our group living and working together."

EVALUATION OF THE ADVANCED ENGLISH CLASS

by Mary Nash Cox

One section of English consisted of nine girls who would be entering eleventh grade in the fall. The curriculum of this course was essentially the same as the regular English course, but the approach was more analytical. More difficult poetry was studied, and we also read 1984, Go Tell It on the Mountain, and The Trojan Women.

Topics for papers were more demanding and class discussion was on a higher level. For instance, in discussing 1984 we talked at length about how language can be used to control thinking and about the place of the individual in society. General subjects for comparison between 1984 and Animal Farm were suggested, and each girl selected some aspect of a general idea and developed her main point with specific illustration from the two novels. A good many papers of this type were written in which a general subject was suggested but each girl had to formulate her own focus, organize her ideas, and develop her main point by selecting relevant specific illustration.

The students were also asked to analyze literature in depth. When we studied Go Tell It on the Mountain and The Trojan Women, we spent a good bit of time examining specific sections in detail, not only for the implications of that section but its relation to the work as a whole. In The Miracle Worker we discussed the differences between the play and the source material which Gibson used and were able to draw some conclusions about how a writer imposes form on real life in order to produce drama.

On the long paper, the older girls were given more latitude and were encouraged to go beyond the specific suggestions which the English department had given. One girl took Orwell's essay, "Politics and the English Language," as the basis for a paper on the way in which language can be exploited for political

purposes, and she illustrated her points with references to several political novels. Another student, interested in philosophy, investigated different views of moral judgments using primary sources only.

Even though the girls in this class varied in background, maturity, and ability, everyone was able to perform at least adequately. The greater demands placed on the students and the keener competition made most of the girls stretch themselves. This in itself seems justification for sectioning the older girls separately.

READING INSTRUCTOR'S REPORT

by Marvin M. Bryan

The objectives of the reading program were to encourage and assist the students in building useful study skills and habits; to develop a more adequate vocabulary; and to boost reading skills by increasing both reading comprehension and reading speed.

According to percentile ratings achieved on a recently administered Secondary Schools Admission Test, we expected that our students would already evince reasonably adequate verbal and reading comprehension skills. For most, however, much room for improvement remained.

For diagnostic purposes, the Nelson Denny Reading Test, Form A was administered to all girls prior to the commencement of the course and the resultant raw scores used as the basis for the homogeneous grouping of the students who were of various grade placement levels. On the basis of demonstrated superior achievement in the combined vocabulary and comprehension raw scores, 17 girls were excused from the reading course and given special extracurricular reading enrichment opportunities. Fifty-five girls were required to participate in the regular reading course.

Study skills development and word power building involved the effective use of common study aids such as The New Pocket Roget's Thesaurus in Dictionary Form and Webster's Seventh New Collegiate Dictionary. Because of the somewhat controversial nature of the Webster's Third New International Dictionary from which the vocabulary of the Seventh New Collegiate was drawn, it was felt that some commentary from the publisher of both volumes would be of value to the girls. A short lecture by Dr. H. Bosley Woolf, managing editor of the G. & C. Merriam Co., and a question and answer session following the lecture helped the students to a better understanding of how words are chosen for the dictionary.

Two texts, Better Work Habits by Rachel Salisbury and On Becoming an Educated Person by Virginia Voeks, were used both in conjunction with the study skills and speed reading aspects of the program.

Demonstrations involving the students in the use of the reference section of the library were unfortunately not too effective due to library construction and reorganization now in progress.

The greatest amount of time and attention was devoted to increasing reading speed and comprehension; this was done in response to the expressed need of the students to develop techniques for covering increasingly large volumes of highly varied materials.

All students read a wide variety of materials in class, in the extra-curricular independent reading activity, and in conjunction with the long paper on communication, using a set of exercises and techniques learned in the reading class; but because speed is so much a product of practice, the use of these techniques in all reading situations was strongly encouraged. At the conclusion of the program, Form B of the Nelson Denny Reading Test was administered. Appreciable gains as determined by resulting raw scores were evident.

If at all possible, we should include all girls in the reading course in any program to follow. Students who were excluded this summer felt that the course would have been valuable for them and many sought individual instructions on their own initiative.

MATHEMATICS COORDINATOR'S REPORT

by Janet A. Maly

Well before the opening date of the 1967 Mount Holyoke ABC Program we knew that most of our students would return to their own schools. This meant that they would undoubtedly progress normally through their own school systems; their mathematics placement in September would depend wholly on their previous achievement in their own schools. This meant to us that, more than in the summers of 1965 and 1966, we had the obligation to strengthen the mathematical background of each girl, rather than to try to carry her ahead. We tried hard to accomplish this.

Our task was made considerably easier because of the homogeneity of the group; all but very few of the girls were either ready to start elementary algebra or had just completed some sort of an algebra course. The half dozen who had completed 10th year mathematics were not our strongest students and we felt that they too would profit from a review of algebra.

Eighteen of the girls were placed in pre-algebra classes, and the remaining 52 in algebra classes. We had three sections of the former and five of the latter. Each class met for nine 40 minute periods a week; in addition, each student was expected to prepare six homework assignments a week, spending about an hour on each assignment.

We made an effort to group the girls homogeneously according to their ability. In order to accomplish this, we relied on their previous school records, teacher recommendations, SSAT scores, and our own diagnostic test. This is a 90 minute test which attempts to assess strengths and weaknesses in three areas--arithmetic, algebra, and exposure to the modern approach to mathematics. We felt that this test had been extremely useful to us during the summer of 1966.

Our text for the pre-algebra group was Introduction to Mathematics by Brumfiel, Eicholz, and Shanks. Our algebra sections used Modern Algebra, Book I

by Dolciani, Berman, and Freilich. Both of these books are excellent, well-written texts which build techniques as well as understanding.

The girls in the three pre-algebra sections varied from students who had little understanding of the fundamentals of mathematics to youngsters who had a solid foundation and considerable mathematical ability. These latter whipped through their text rapidly. As an experiment we then spent two or three weeks working on introductory concepts of geometry. We used the first three chapters of Modern Geometry by Jurgensen, Donnelly, and Dolciani.

The girls in the algebra sections reviewed thoroughly the first eight chapters in the Dolciani book. In one class they were able to accomplish quite a bit more than this.

To the students who had finished the 8th grade and were anxious to start algebra, it was disappointing to be given a pre-algebra book. And those who had finished an algebra course--even if it was a complete course in name only--were understandably unhappy at being forced to reexamine some of the topics which they had studied, if not mastered. Many of these students had little idea of the sort of academic excellence demanded in the better schools, and it took some finesse to get them to raise their personal standards of achievement without shaking their faith in and loyalty to their own school systems.

The students who had grave difficulties with fundamentals did some extra work with resident tutors, four of whom had expressed an especial interest in mathematics. This, of course, was in addition to conferences with their own teachers.

Several of the girls chose to join the resident tutor-supervised mathematics club as an extra interest. Here they learned to use the slide rule, as well as investigated some interesting properties of numbers.

After three summers spent working with ABC groups, I more and more feel the need to develop our own mathematical materials, despite the many excellent

texts on the market. Although facility in the use of arithmetic and algebra is basic, the girls need to work with geometric figures. This need has been evidenced by my own school's experience with the girls, and corroborated in conversations and correspondences with teachers from other schools. The girls have great difficulty in seeing relationships in geometric figures; some of them even have difficulty in drawing something as simple as a representation of a triangle. This has nothing to do with intelligence; the extremely able group of pre-algebra students which I taught this summer had dreadful troubles with some of the easiest geometric concepts. I should like to develop some materials which would especially emphasize geometric concepts and representations of geometric figures, while continuing to give the girls much practice in using the tools of arithmetic and algebra.

I think that this summer we were successful in getting our students to develop high personal standards of achievement. This will be of crucial importance to those whose schools make only modest demands upon their intellectual abilities.

Physical Education

Instruction in swimming, dance, and tennis (volley ball on rainy days) was offered to all of the girls. Swimming and dance classes met four times a week during the first three weeks of the program, after which, to provide more study time for students, class meetings were reduced to three a week. Tennis classes met twice a week. Free periods during which the girls had an opportunity to further develop skill in these areas were assigned to each tutor group. In addition, the pool was available for students to use every Sunday for an hour.

A swimming proficiency test was administered at the beginning of the program to those girls who felt qualified to begin at either the advanced beginner or intermediate level. Approximately 14 girls qualified for this course. The skill level of four of these girls was so high that a life-saving course was offered. Both the intermediate and life-saving courses were taught by resident tutors who held Water Safety Instructors certificates. Three other resident tutors assisted the swimming teacher on a daily basis.

The majority of the girls entering the program had had no previous swimming instruction and many had a general fear of the water that was not readily conquered. At the conclusion of the program an evaluation was made for the purpose of awarding swimming certificates. Of approximately 53 non-swimmers at the onset of summer, 26 received beginning cards. Seven advanced beginners, six intermediate, two swimmer, and three senior life-saving certificates were awarded.

The novelty swim meet and the faculty-student volley ball game at the end of the program proved to be very successful. The meet followed a short synchronized swimming demonstration performed by resident tutors and the swimming instructor. Everyone enjoyed the performance and it served the purpose of presenting to the girls a sampling of what might be done with their newly learned skills.

The girls attended dance classes and met three periods a week. Lessons included ballet, modern technique, and creative exercises once a week. In each idiom students worked specifically on isolation, flexibility (particularly in backs), and strengthening legs. Posture, along with figure control, was discussed. In the creative activities, ideas of design, proportion, and general artistic content possible in movement were presented and then the girls created phrases to illustrate their understanding. Most girls participated in these creative attempts, working more freely when there was music to be interpreted. On the whole, class response was excellent. There were a few exceptions, but that is to be expected from those who are uncomfortable in movement.

The whole program was involved in three dance ventures. On July 28 the Connecticut Valley Regional Ballet Company of Springfield, a company composed mostly of amateurs, both children and adult, performed for the group at the Laboratory Theatre. The performance, with commentary by the ballet instructor, showed the development of ballet from the beginning steps right up to and through the highest developmental skills.

On August 3, we went to Jacob's Pillow to enjoy a program featuring Olatunji and his group of African dancers, singers, and musicians, and Solveig Oestergaard and Niels Kehlet of the Royal Danish Ballet. Both demonstrated in a superior way what people can express with their bodies through movement. The program provided an excellent exposure to two different cultures. Understanding and appreciation of the ballet was singularly enhanced by the Regional Ballet's performance mentioned above. One could note well the development of grace and form between the amateur and the professional.

A dance program was presented in conjunction with the dance classes as a part of the Arts Festival. There was a great deal of enthusiasm and little time in which to produce a program. The program was based primarily on student choreography with only two of nine numbers from other sources, Theme and Variation

and A Sign of Spring. On the whole it was well-executed and a very commendable performance for the available preparation time. Over half of the students participated. Thirty-seven girls were dancing and two were actively helping back stage. The audience seemed to enjoy the program, and the girls had a good time performing.

The students this summer were eager and willing learners in dance. They used their minds and bodies well to the enjoyment of all.

Few of the girls had had any previous exposure to the game of tennis and none had ever received formal instructions. It was hoped that in the course of the summer program the girls would become acquainted with the techniques of the game, master the basic strokes, and that they would discover tennis as a game to be enjoyed.

The level of proficiency achieved by the girls varied considerably, as was to be expected, in relation to the class periods the students attended, the effort exerted in class, and the amount of free time spent practicing in the courts. All girls learned the forehand and the back strokes. For some this was the sum total of the progress made. A few learned to serve and were able to play an actual game.

Music

The music program for the summer had three major divisions: individual lessons, choirs, and informal singing. Each of these divisions worked independently and, to judge from the sounds of music this summer, successfully.

More than thirty students studied music individually. The majority of these students were taking beginning piano. Beginning piano was taught by Kate Foster, Linda Graham, Karen Kunkel, Fred Haller, and Joanna MacWilliams. Intermediate and advanced piano was taught by Carol Wenk. Other instruments studied were violin and string bars, taught by Mrs. Marvin Bryan, clarinet and flute taught by Susan Inui, and voice by Joanna MacWilliams. Several students brought their own instruments but several others had to be found. Lessons were given primarily on Wednesday afternoons with a few on Tuesday evenings and the rest between 5:00 and 6:00 p.m., i.e., in free time. The situation was not ideal due to the lack of sufficient practice time, but for many girls this was a first experience for music on a one-to-one basis. A short recital was given in Pratt Auditorium during the Arts Festival. Teachers asked students if anyone wanted to perform and there was much interest and enthusiasm in spite of the crush of other activities.

The choirs were in two groups. One, the vespers choir, was a volunteer organization involving 15 to 20 girls who sang anthems for vespers and the anthem for the closing exercises. The second choir involved everyone in the program. This group rehearsed the hymns and some responses for the vespers services and put on The Sound of Music which was performed during the weekend mixer with the Williams College ABC Program and as a part of the Arts Festival. For several reasons--lack of time, desire to involve all the students, and unwillingness to demand much of them in the way of preparation--a unique design was used in the production of the musical. Two casts were selected: one would read (thus no memorization) the lines from a hidden place and the second would

mime the actions on stage and do the actual singing. The remaining students would serve either as members of the chorus or crew. The plan worked very well. In six to eight hours of rehearsal time a show which was very well received was produced. The performances seemed to be fun for the girls and the audiences alike.

Informal singing needs no explanation--Miss Russell and her guitar, Mr. Haller at the piano--anything or nothing and these youngsters sang!

Assemblies

An assembly was held every Monday evening at 7:30. The programs, which included several speakers, were varied.

To give the students an idea of the nature of previous programs, selected slides from the 1965 and 1966 ABC Programs were shown at the first assembly. The movie made by the 1966 group added levity to the showing.

Miss Clara R. Ludwig, Director of Admissions at Mount Holyoke College, gave a talk on how to choose the right college. In the question and answer period which followed, students asked many questions about grade requirements, college board examinations, scholarships and financial aid. At the following assembly, Mr. Charles McCarthy, Director of Cooperative Program for Educational Opportunity, an organization which helps able students from disadvantaged backgrounds gain admission to outstanding colleges and universities throughout the country with substantial scholarship and financial aid, spoke to the students. He covered most of the major points made the previous week by Miss Ludwig: the importance of planning for college early, acquainting oneself with a variety of colleges, of sustained hard study with emphasis on the hardest courses and of the in-depth pursuit of a limited number of extracurricular and independent projects, work and study schedules permitting. Mr. McCarthy informed the group that the services provided by his office could be made available to any student of high ability who also needs financial aid.

Interest in both of these programs was high. Because of the sequence in which they were offered, at the end of the summer, they tended to reinforce one of the primary objectives of the 1968 summer program--that of preparation for college admission.

Other assembly programs mentioned elsewhere in this report include Professor Alan V. McGee's stimulating lecture on Shakespeare; the movie, The Miracle Worker; and a lecture by Dr. H. Bosley Woolf, managing editor of G. & C. Merriam Co., publishers of Merriam-Webster Dictionaries.

The ABC Seminar

Since the majority of our students were returning to their own homes and communities at the conclusion of the program rather than going on to private schools, we felt the need and urgency of discussing some of the issues which are basic to both self-understanding and community awareness. The achievement of academic excellence must be coupled with personal responsibility which enables a youngster to survive the pressures and disappointments which permeate his home environment. We also felt that it was important for each youngster to develop a sense of community awareness and thus to be motivated to become a more positive influence and role model for other teenagers in their communities.

This was the rationale upon which the ABC seminar was based, one of the focal points and indeed one of the best features of the entire summer program. The seminars were planned by the assistant director and two resident tutors. They occurred one evening a week and were compulsory. Though many of the issues were discussed over and over again within the smaller tutor groups, usually some form of presentation was made for the mass, following which the students divided into discussion groups. Resident tutors served as discussion leaders; faculty members attended if they wished to do so but usually remained silent during the discussions. The students were assigned to specific discussion groups. The composition of the groups was changed several times during the course of the summer. Some of the programs were more loosely organized than others but most generated a great deal of group participation and a wide-spread sharing of ideas. Descriptions of the programs follow.

Music listening session

Lilac Wine	Nina Simone
The Tracks of My Tears	The Miracles
People	Sammy Davis, Jr.
Universal Soldier	Buffy St. Marie
Eleanor Rigby	The Beatles
Freedom Trilogy	Odetta
Jazz	Herbie Mann and Stan Getz
Clair de Lune	

Students responded to the songs, the lyrics, the music, the pictures and colors they suggested, the issues they raised. Essentially, it was an exercise in sensitivity to the sounds of the modern generation. What do they say? What are the levels of realism involved in pop music and what are its basic concerns today? Responses varied from group to group but most agreed that the group reactions were extremely positive.

Play reading of "The Zoo Story" by Edward Albee

The reading, performed in the Laboratory Theatre, dealt with the issue of alienation and communication. Though some phrases were cut out because of excessive expletives, the play and its full impact remained essentially unchanged. Some of the more interesting issues raised both in the play and in the discussion were:

> Does everyone live in a cage?
>
> But every once in a while I like to talk to somebody, really talk; like to get to know somebody, know all about him.
>
> Sometimes a person has to go a very long distance out of his way to come back a short distance correctly.

It is a powerful play, and our youngsters, due to their wide range of experience (even at an early age) were ready to assimilate its message.

The Community As It Is Mine

The presentation for this seminar was given by the director of the program. The talk focused around urban development and community life as it is seen in twentieth century America. Issues covered were housing, education, employment, racial conflict, transportation, rural migration to cities, and urban renewal. Discussion groups responded to these issues as they related to their own communities and examined their individual roles. Students gained insight into the causal factors of ghetto conditions which they had not previously had.

The Detached Americans

This provocative film, produced by Mass Media Ministries, deals with the "ethics of responsibility." Through the use of interviews, news recordings, and puppets, this film discusses the problem of apathy in America. Cases are shown where in violent circumstances people avoid involvement at all costs. Philosophically, the film raises the question of what it means to be a person among others. "What is life worth if you cannot give it away?" In the discussions which followed some disturbing insights from the students about themselves and their own willingness to be involved in threatening situations or within one of deep personal commitment were revealed.

On violence

This seminar, led by the Reverend David King of Amherst, was one of the best. He spoke of violence as it exists as an extension of an individual's own fear, and stated that fear itself is a personal response to anything unknown or uncontrollable, such as darkness, water, the future. He defined the unwillingness to become involved or to recognize the humanity of other people as violence. The discussions were varied. Many groups focused on the summer riots, Black Power, Stokely Carmichael, and the cause of much of the community violence in American cities. Other groups discussed our involvement in Vietnam. Mr. Dow of the Mount Holyoke Department of Sociology helped with this topic.

On sexuality

Our leader for this seminar was Mrs. Solomon Kaplan, a psychiatric social worker. The discussion, handled in a forthright manner, raised many questions about sexual myths and guilt feelings. The presentation itself was aimed more at stimulating discussion about myths and feelings than providing pat answers to questions. Some of the youngsters, wanting to fall back on the old method of being told the answers, were quite upset when questions about premarital sex, petting, etc., were answered in terms of levels of personal responsibility and decision-making based on a personal sense of morals and individual respect for human worth.

At the conclusion of the discussion a film From Generation to Generation was shown. It attempted to relate the story of the physiology of birth through the use of animation and other indirect methods. In many cases, this was hardly realistic, and the students expressed mixed reactions to it. One of our students had seen a child born on a kitchen floor, and the sweetness and light with which birth was portrayed made it disappointing for many. However, for those who had not had such an exposure and were less informed, it was informative. It was also beneficial in dispelling some of the myths which exist concerning what happens at childbirth. Because several groups had been talking about these matters for the duration of the summer, it was indeed a valuable seminar.

Overall, the subjects we discussed were important ones but the value of the seminar lay in the extent to which the girls were motivated, the sharing of their ideas and selves. They also served the important function of reminding each youngster that she has a responsibility to her community, a responsibility that should not be denied.

The Worship Service

This summer we attempted to make our services a varied experience between the more traditional and some experimental forms of worship. An effort was made to involve the students as much as possible through choir participation and choral readings.

Generally, the content of the services was geared toward a common theme for the week, which would be highlighted by the Wednesday evening seminar either preceding or following the service. Such themes were alienation and loneliness, communication and expectations, civil rights, and what it means to be disadvantaged.

Many of the hymns and anthems were well known or from the spiritual or contemporary folk idiom such as "Blowin' in the Wind," "Kum Ba Yah," and "Can't Help But Wonder Where I'm Bound." Hopefully, this enabled the girls to feel that the act of worship itself and that which is termed "religious" is very much a part of the every day experience of living life to its fullest. It also enabled them to use familiar symbols, such as emphasis on community, reconciliation, the search for identity and freedom, both personal and social.

A beautiful dimension was added by the Bryans, part of the academic faculty, with their duets on several occasions.

A list of the speakers for the services follows:

> The Reverend Samuel Slie, a chaplain at Yale University, who spoke on "What It Means to Be Disadvantaged."
>
> Rabbi Solomon Kaplan, who explained some of the beliefs of the Jewish faith. This service, held in the living room of Prospect Hall, brought a great response from the ABC students.
>
> The Reverend Oliver K. Black, minister of the Second Congregational Church in Holyoke, whose sermon was entitled "On Making the Old New."
>
> The Reverend Lewis Mudge, chaplain at Amherst College, who described some of his experiences this summer in a Mississippi project much like the ABC Program. His sermon was centered on the general theme of reconciliation.

At one service we showed The Parable, the movie produced by the National Council of Churches for presentation at the World's Fair. The Reverend John Piper, of the Mount Holyoke College faculty, led a discussion period which followed the movie.

Other services were led by Miss Valerie Russell, the assistant director, and Miss Barbara Smith, resident tutor. All were well received by students and faculty. Their varied natures coupled with the more familiar components made an impact often lacking in more traditional services and enabled a more deeply rooted celebration of life.

Weekends

In the early weeks of the program weekend activities played an important role in helping the students to get to know each other and to relax in their new environment. While most were planned by the tutors for their individual groups, others included all groups. Overall, the activities were well chosen, varied, and blended exceedingly well to provide each girl with a whole spectrum of new experiences as the following resident tutor reports, written for the director during the summer, will show.

Mount Tom State Reservation by Teri Oliver

For our first weekend the tutors chose to go on a picnic in groups of two or three tutor groups. The girls were very excited about getting off campus. Since most groups didn't know each other well, the girls tried to find out at least the names of the girls they would be going with.

We packed food to cook out and left in the early afternoon. When we arrived, we searched for a nice camp area. Wood was cut and available and grills were provided at each site. The grounds we had were about a quarter of a mile from the park office and facilities. We were also close to Goat Mountain and the Nature Museum and Nature Trail.

Goat Mountain was a good two mile hike (all up hill) and the countryside was just lovely. Unfortunately, the tower itself was closed. Some of the girls were tired after the hike but about 12 of us went on to the Nature Museum. There are a lot of native animals--frogs, snakes, birds, etc.--in the museum. After the visit we started around the Nature Trail, a one-half mile hike through the woods. The trail was marked with questions about the fauna and flora of the area. The woods were gorgeous and we saw many birds and chipmunks as we walked along. Later that evening we ate, played frisbe, and just talked. At about 7:30 p.m. we left, tired but satisfied.

I have two suggestions for this trip. First, take lots of insect repellent. Second, take the Nybergs! Mr. and Mrs. Nyberg and their young son and Ambrose, the dog, are great people. The baby was the center of attention but Ambrose finished a close second.

Boston by Teri Oliver

Boston was the most eagerly awaited trip my group had. We left at noon and took picnic lunches. Instead of going straight into Boston, we went through Concord and Lexington. Included on this tour was Walden Pond, Louisa May Alcott's house, Emerson's house, Longfellow's Wayside Inn, and the Concord battlefield.

We arrived in Boston at 3:30 p.m. and rode along the Charles River past Harvard and MIT. Our first stop was the Naval Yard and the Constitution. Afterwards we went to the Museum of Science. The girls enjoyed seeing the exhibits and the demonstration of the transparent woman. Since we had time before dinner, we went to Bunker Hill. Having decided to splurge on dinner, we went to the Wurshause (4 Boylston Street, Cambridge). While we were there one of the Monkees (a singing group) came in and the girls who got to talk to him were ecstatic. After dinner we went to Harvard Yard and then to the Cherie Theatre to see To Sir, with Love. After that we drove through the Boston Common and around to see some of the sites.

This was our most successful trip to date. It was an expensive trip and a long one but the girls loved going and want to go back again.

New Marlboro Concert by Susan Taff

I found the New Marlboro concert to be an especially good one not only because of its interesting musical program but also because of several unusual aspects which interested the girls. Even those who were experienced concert-goers found new points of interest.

The barn provided a congenial, intimate atmosphere unlike the rigidly formal concert hall. The very close range of the performers, and the close

proximity in age of most of them, made ideal conditions for a real empathy on the part of most of the girls. Many of them saw the suffering and hard work, the "nitty-gritty" of an artist, for the first time. There was a strong and crucial identification with the artists enhanced by the informal barn-ness and the young age of the musicians. (Oops, I'm getting redundant, but that impressed me.) A sterling performance of a Bartok piece by two men and a striking Negro pianist supplied the final touchstone for identification.

At the risk of sounding trite, the scenery on the way out provided unending conversation material. A good exchange about nature in the various parts of the country represented in the back seat of the bus was great.

Chauffeuring was smooth and entertaining!

Overnight at Camp Perkins by Susan Rieger

Planning a camping trip is an horrendous task. To illustrate that statement, which may strike the unfamiliar reader as a gross exaggeration, I made several laborious listings and checklistings during the days immediately preceding the event.

In a more lighthearted vein, I promptly add that the weekend spent at Camp Perkins was worth the time and effort. I, the archetypal non-camper, had a glorious time romping in the woods and my girls did, too. I think it was the best, i.e., most enjoyable, weekend tutor group VII spent (although one girl said she preferred the Boston trip which was, indeed, a splendid outing).

After spending the morning shopping and the early afternoon packing sleeping gear and ice cases, Groups VI and VII departed Prospect for Perkins at 4:15 p.m. Arriving at the camp, we quickly unloaded the bus and changed into swimming suits. The campsite has a beautiful outdoor pool. About five girls and both Susan Taff and myself went swimming. The rest kibitzed on the sidelines or explored the grounds.

After our swim, we started preparing dinner. The girls were divided into work detail crews which facilitated matters. I must say we had some fine cooks. Dinner was delicious, plentiful, and leisurely eaten. After clean-up, the girls played that old camping game where six to eight girls using only two fingers each try to pick up a prone body. P. Redden played the role of chief priestess, encouraging and exhorting the followers to believe they could pick up the hapless victim. After the voodoo, we made s'mores over the campfire and sang under lantern light with Susan Taff playing the guitar. About 11:00 p.m., I read an Edgar Allen Poe story, then we went to the cabins to get into our bunks. My girls fell asleep soon. They were tired and gracefully (maturely) conceded it.

In the morning at 8:30, P. Redden, E. Kiah, E. King, and I walked to Prospect. Because we needed a bus to transport the groups back, someone had to be dispatched to fetch it. I chose to walk. We walked briskly and returned to Perkins at 9:30 with the bus. We had a delicious breakfast--ham and eggs. Chief chef was Goldie Holt, superb egg scrambler. After cleaning up, we packed the bus and returned.

Reluctant to change from camping togs, group VII decided to forego gracious living and eat lunch at Friendly's. After lunch, we took a scenic and leisurely drive to Sugarloaf Mountain. Atop we had a gorgeous view of the Connecticut Valley, its Grandma Moses villages, its gauze-covered tobacco fields, and its river.

We returned chez Prospect at 5:00 p.m. It was a grand weekend.

Slides on Africa, presented by the Reverend Samuel Slie

This program enabled us to discuss for a short while another culture--Africa. The degree of westernization now apparent in Africa made a great impression on

many of the students. Mr. Slie made an excellent presentation intertwining pictures with some background of political history and development.

Hotchkiss and Williams mixers

Two mixers, one with Hotchkiss and one with Williams, were important events not merely because they afforded a change of pace but also because the girls gained an opportunity to evaluate and discuss their roles as guests as well as hostesses.

At the invitation of the Hotchkiss summer program, we traveled to the Hotchkiss School in Lakeville, Connecticut for an afternoon and evening. The boys were congenial hosts. There was a basketball game with a team from the local high school, dinner, conducted tours of the beautiful campus, and a dance, all of which were enjoyed by the group.

The mixer with the boys from the Williams College ABC Summer Program was planned by Miss Karla Haartz and the student council. Although there were fewer boys than girls, the general excitement of male presence permeated the day and it was successful.

Flower Power Sunday

The concept which could best describe this day is that it was like Christmas in August.

After the Williams/Mount Holyoke mixer, the tutors stayed up until 3:00 a.m., transforming the dorm into a flower wonderland. Gaily colored flowers, made from construction paper and Kleenex, huge paper daisies, balloons, painted. posters and signs of poetry, bright streamers, and an elevator decorated like a room greeted the girls the next morning. At 8:30 a.m., the tutors skipped down each floor singing "Tiptoe Through the Tulips" and everyone came to breakfast dressed in their p.j.'s, astounded, and repeating over and over, "Boy, I don't know what this day is but it had better be good." After a free morning and a gay dinner which included leis for everyone, the carnival began.

Activities included balloon shaving, candle shoot, egg toss, tilt-a-whirl, and the most unbelievable haunted house you could ever imagine. Mr. Bryan had a kissing booth where he handed out candy kisses. There were balloons filled with confetti, music was played over the loud speaker set up outside the dining room--it was a gay time.

At 5:30 p.m., a quiz program, based along the idea of "College Bowl," (known to us as "The Flower Bowl") was held in Prospect living room. Representatives were elected from each tutor group and the student council and placed on two teams. The team that won (by five points in a run-off) received free ice cream cones for their tutor groups and themselves. The losing groups received a free coke and the team members little animal prizes. It was exciting and fun for all.

Flower Power Sunday may have been one of the most important events of the summer. It started out as a game, a joke, and ended up as a "sun day." The students made this day not a joke or a game, but a process of sharing and of community. Many students entered the essay contest, "What Flower Power Means to Me." The results which are available in booklet form speak for themselves. As one of the first place prize winners wrote, "I can say Flower Power is love in the roots. It is giving in the giving and joy in the soul."

Arts Festival Weekend

Some of the weekly activities had an opportunity in the Arts Festival weekend to show their handiwork. The schedule was as follows:

Bill of Scenes. The drama club presented three excellent scenes from Raisin in the Sun, Purlie Victorious, and The Trojan Women.

Dance and Music Program. This program consisted of both solo and group dancing as well as some musical performances.

Art Exhibition at Gorse Child Study Center. Members of the art club showed collages and mobiles. Credit for the excellent work is given to Mrs. Richard Provost for her leadership of this group.

Sound of Music. This was a repeat performance of the show which was first given when the Williams ABC Program visited the campus.

Novelty Swim Meet

This was loads and loads of fun for everyone. Great competitive spirit showed the outstanding teamwork which had been building all summer. Students were exceptionally proud of showing off their new found swimming ability.

MEDICAL REPORT

by Geraldine W. S. Shirley, M.D.

Before admission each girl was asked to have a physical examination including either a negative chest plate or tuberculin test, immunizations, and eye examination. The response was good. Only one girl came with no record and most had a complete one.

As soon after arrival as possible a physical examination was done on each girl. No serious defects were found. One girl was sent to the county hospital for a routine chest plate which was negative.

Fourteen girls had eye examinations and received glasses. For one girl who broke her glasses new ones were made from her old prescription, and one girl had her glasses repaired.

Sixteen girls received dental treatment. Thirty-one dental X-rays were made, forty-five cavities were filled. Fourteen teeth were extracted, five in three girls under general anesthesia. There were five other dental treatments given.

Two girls were hospitalized, one for recurrent syncope and headache for which no organic cause was found, and one for urticaria which failed to respond while she was in the dormitory.

There were two consultations, one with an otologist for impounded wax and one with an orthopedist for joint pains. This latter was the same girl who developed the urticaria. No organic cause was found.

The staff, administration, faculty, and tutors stayed well. There were only fourteen visits, including two for routine immunizations.

FINANCIAL REPORT

The 1967 ABC Program was financed by grants made to the College by the Rockefeller Foundation and an anonymous donor. Indirect costs including plant facilities, administrative services, insurance, and overhead are contributed by Mount Holyoke College.

Expense Summary
72 Students
Year Ended December 31

	1965	1966	1967
Salaries and Wages Staff, faculty, resident tutors, and dormitory employees	$ 39,346	$ 49,493	$ 48,068
Dormitory Expenses Board for students, faculty, staff and their families; utilities, laundry, and dormitory supplies	19,637	21,774	19,663
General Expenses Administrative: telephone, office supplies, postage, bus upkeep, printing, and maintenance	5,243	6,727	4,651
Social Security and other fringe benefits	1,539	3,338	3,443
Planning conference, recruitment of faculty, travel of students to and from South Hadley	4,890	7,772	5,093
Student expenses: books and educational supplies, clothing, medical expenses and insurance, weekly allowances, and laundry	6,953	5,185	5,201
Weekend trips and cultural activities	3,438	1,765	1,919
Total Direct Costs	$ 81,046	$ 96,054	$ 88,038
Indirect Costs	22,748	16,576	16,207
Grand Total	$ 103,794	$ 112,630	$ 104,245
Cost per student excluding indirect costs	$ 1,158	$ 1,372	$ 1,223
Cost per student including indirect costs	$ 1,483	$ 1,609	$ 1,448

SUMMARY OF RESEARCH--SUMMER, 1967

by Laraine Masters, Research Technician

The research effort during the summer of 1967 followed a pattern similar to that of the previous summer. Specifically, evaluative data in the academic sphere were examined for girls who had participated in the ABC Programs of either 1965, 1966, or 1967. The extensiveness of these data, of course was dependent on which year the student had been an "ABCer." For both the 1965 and 1966 groups, grades, teacher comments, etc., were available from the independent schools, whereas for the 1967 group, only background data, e.g., high school grades, SSAT scores, recommendations, etc., were obtained. In addition to the data concerning the academic sphere, questionnaires pertaining to the personal-social area were a primary source of information. For ABC-1966, a questionnaire was sent to each girl in the spring of 1967; for ABC-1967, two questionnaires were distributed during the ABC Summer Program, one at its inception and one at its termination.

First, let us examine the degree of academic success met with at independent school for both ABC-1965 and ABC-1966. The performance of the ABC-1965 girls remained remarkably stable from the first year to the second at independent school. The percentages of final grades for the 1965-1966 academic year were as follows: A-8.2%, B-41.6%, C-39.9%, D-7.9%, F-2.4%. For the 1966-1967 academic year, the distribution of grades was: A-10.5%, B-41.9%, C-38.4%, D-7.8%, F-1.6%. In addition to the stability of the group, most of the individual students maintained similar academic performance from one year to the next.

Of especial interest in the 1965 ABC group are the ten girls who were entering the eleventh grade in September, 1965. All of these ten successfully completed their independent school studies and entered college in September, 1967. Further, after a two-year period only six girls of the original 63 who entered

Two of these six left because of academic reasons.

In September, 1966 all 70 of the 1966 ABC participants entered independent schools. By June, 1967, 65 were still in their schools planning to return in September. Academically, the 1966 group did better in their first year than the 1965 group had done. In the distribution of grades for the first year of independent school of the 1965 group, 49.8% of the total grades were A's or B's. For the 1966 group the comparable figure was 60.8%.

One of the more important aspects of social adjustment is the interpersonal relationships formed in an environment. An indication of the quality of these relationships in the independent school environment may be with whom a student lives and how she gets along with her roommate. Assessed by a questionnaire, it was found that of those who returned questionnaires in the 1966 ABC group, 74.1% of the students had roommates, 75% of whom were non-ABC or ISTS girls. Although 89.2% of the girls said that they got along well with their roommates, still only 21% planned to room with the same girl the following year. The progress of the integration of these students, however, is reflected in the fact that 48.4% of the girls will be rooming with non-ISTS students during the 1967-1968 academic year.

In general, the ABC girls felt that the students at their independent schools were friendly. However, many of the "ABCers" recognized differences between their old friends and new ones. These differences, though, did not seem to prevent the formation of friendships, since 71.2% of the girls felt that they had as good friends at their independent schools as they had at home.

The level of aspiration of the students as indicated by the questionnaire returns was high. Everyone wanted to go on to college after high school graduation and 58.5% of the respondents had intentions of continuing their

education beyond the bachelor's degree. The ABC-ISTS experience had given assurance and confidence to many: 86.8% of the respondents thought that being selected by ISTS and participating in the ABC Program had helped them come closer to their goals and, although only 15.1% did not believe they would have achieved these goals without ABC-ISTS, 80.8% felt more confident about achieving them after ABC-ISTS.

The initial questionnaire distributed to the 1967 "ABCers" indicated a positive attitude toward the Program by 91.4% of the girls and 88.6% of their parents. The attitudes toward further education were almost all highly aspiring; 97.1% desired to go to college and, even at this early age, 54.3% mentioned plans for continuing their education beyond the college level. Along with the question of goals goes the effect of ABC in strengthening positive attitudes toward these goals; 94.3% of the girls thought that participation in the ABC Program would help them and 72.8% specifically mentioned the academic advantages to be derived from it.

How did these expectations compare with the final attitudes by the end of the 7-1/2 weeks at ABC? The second questionnaire was designed to probe these attitudes. Once again favorable opinions concerning participation were expressed. All but 5.7% thought that the Program had helped them in some way. However, when asked whether ABC had given them more confidence about achieving their educational and career objectives only 78.3% replied affirmatively, whereas in the initial questionnaire 94.3% had expected ABC to be of help in this area. This discrepancy most likely lies in the fact that many girls felt challenged academically for the first time and realized under the demanding schedule how deficient they were in some areas.

Because in most cases the 1967 ABC girls have returned to the public schools from which they came, in one sense, they provide a control group for the 1965

and 1966 ABC girls who went on to independent schools. Thus, it will be extremely interesting to closely follow the careers of these girls to determine whether they do, in fact, go on to college in such numbers as has been true of the ABC-ISTS participants thus far. Is ABC a better chance on its own or only in conjunction with the independent school experience? This question is one that can be answered only with time and further research.

CONCLUSION

The 1967 ABC Program drew into sharp focus two different yet equally important challenges. The first engaged our attention during the two previous summers and involved the preparation of students from disadvantaged environments for competitive independent schools. The second emerged this summer from our efforts to offer a meaningful and useful summer experience for students who would return to schools in their own communities.

Whatever the difficulties encountered in achieving the former, a degree of success for the participants was assured by the fact of their own high academic promise and motivation and the reinforcing experience of receiving a much sought after independent school scholarship. Strict adherence to a daily regimen patterned after that of independent schools provided an additional guarantee for the realization of clearly delineated goals.

While the girls last summer were no less a select group, the absence of the motivating independent school scholarship and the fact that they would be returning to schools likely to be less demanding than most independent schools caused considerable concern among faculty and tutors, especially in the planning stages and the early days of the program. How would we motivate our students to commit their energies in such a way as to derive the maximum benefits from the courses offered? Exposure to an imaginative curriculum fashioned and adapted according to their needs and interests, able teachers who consistently demanded high level performance, and supportive tutors elicited the response we hoped for but which we earlier had not clearly perceived. Most students discovered that their capacity for work was greater than they had previously realized and much was accomplished academically.

Our experiences during the past two summers had demonstrated that useful programs for disadvantaged young people must provide much more than an

educational experience. Therefore, we intensified our efforts to broaden and enrich the experiential backgrounds of our students through the discovery of more meaningful cultural experiences and increased opportunities for experimentation in the arts. Moreover, we recognized a responsibility to the girls to address issues of concern to them as growing, maturing, and responsive young women. Special emphasis was placed on helping each to grasp the importance of acquiring the kinds of personal resources, internal and external, which enable one to deal with those conditions of life which stand as barriers to complete self-realization and ultimately to full participation in the wider community.

It is obvious that an experience of even so rich a quality as the ABC Summer Program can have only transitory value if it does not become a part of a dynamic, long-range educational experience. To this end our students were strongly urged to continue to seek those educational opportunities which develop intellectual and social awareness. The more easily discernible and immediate impact of the experience is eloquently yet simply stated in these excerpts from written evaluations made by students at the conclusion of the program:

> This program has been a new and different experience for me. Everything I have done or seen here has enriched me greatly. The courses I took will help me in school.
>
> I really got to know and realize that teachers are human beings, too, that they have interests similar to yours. I really liked the English curriculum because the teachers let you be creative and enjoy learning.
>
> This summer's program has been the most worthwhile opportunity offered me in my life. Academically I got a great review in algebra covering also things I hadn't had before. In English I learned the most.
>
> I never knew how much I liked math until I came here.

This summer I learned fundamentals of math all over again and this time I understand them.

I increased my reading speed from 300 to 1,500 words a minute.

Miss_____helped me to tone up my body so I might be able to become a cheerleader in the fall.

The English course and seminars cried out to me Express yourself! How do you feel! Not only did I find and express myself, I acquired much knowledge by listening to others' ideas. I learned to live with people outside of my family and race.

It was hard work but it was the most rewarding summer I've known. I found the most interesting aspect of the program to be the seminars. They helped me to find myself and to understand the problems of others around me. I also enjoyed the vespers services. I wish that when I return home I could attend more like them. The success you have depends on who you have to guide you. I don't think the program could have had better faculty and tutors.

Evening activities were good and even though I became exhausted, I loved them.

The evening activities were really fun. We had a lot of fun in the Math Club. We solved all kinds of tricky equations and worked with the slide rule.

The Monday evening assemblies were <u>almost</u> always interesting.

It was a lot of fun traveling to concerts, plays, and all those really cultural things. I enjoyed those the most.

I learned what it means not to be dependent, to rely on myself, to be away from my family.

I enjoyed the tutor groups. They give a feeling of security to those who have never been away from home.

I think the most valuable thing for me was being a minority white in the program. It gave me a chance to see the other side of the story. I know I don't have a complete understanding because I have not experienced what Negroes have. But I am able to understand enough so now I do care. I only hope that I will have the courage to do something about it when I get back home.

The math course was a superb review. The English, well, I'd never been exposed to English taught the way it was this summer. The class was informal yet I learned more. Oh, it was FABULOUS! And Miss_____was, too. The reading course was excellent. I've picked up my reading speed; and my comprehension has improved so much that no one will believe me when I get home. I've learned how much can be accomplished in a short period of time. Thanks to the sports I feel healthier than I have felt in a long time. I've made many new and wonderful friends. We've had loads of fun and shared so much together. I shall never forget them. Did I forget anything? Oh yes, the food was delicious. I gained 12 pounds!

APPENDICES

APPENDIX A

1967 ABC DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
6:50 a.m.	Day begins						Day begins	8:00 a.m.
7:15	Breakfast						Breakfast	8:30
8:00 - 11:40	Classes: five 40-minute periods, one of which is a study hall, with five minutes between each period						Church and Free time	
12:00 noon	Lunch							
1:00 - 2:45 p.m.	Study hall and conferences					Saturday noon to Sunday supper is for trips with tutors	Dinner	1:00 p.m.
3:15 - 5:00	Sports	Sports	Creative Activities	Sports	Sports		Free time	
6:15	Dinner						Supper	5:30
7:30 - 8:00	Assembly	Creative	ABC	Room	Choir practice, Free time, or Room study		Vespers	6:45
8:00 - 9:15	Room Study	Activities	Seminar	Study			Room Study	8:00 - 9:15
10:15	Lights out daily except Saturday						Lights out	10:15

APPENDIX B

Geographic Distribution of 72 1967 ABC Students

Connecticut	2
Georgia	6
Kentucky	1
Louisiana	1
Maryland	1
Massachusetts	6
Mississippi	2
New Jersey	4
New York	19
North Carolina	3
Ohio	4
South Carolina	3
Tennessee	7
Virginia	10
District of Columbia	3

14 States and the District of Columbia

APPENDIX C

FAMILY AND STUDENT ACADEMIC PROFILE

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
1	12	Mail carrier	12	Housewife	$6,000	Together
2	9	Punch press operator	12	Factory worker	3,623	Together
3	--	Grocery store manager	5	Housewife	3,360	Together
4	9	Porter	8	Nurse's aide	6,400	Together
5	11	Presser	11	Cook	3,720	Together
6	--	Deceased	5	Domestic worker	4,339	Widow
7	11	Building superintendent	--	Housewife	4,250	Together
8	9	Plumber	12	Housewife	4,000	Together
9	BS	Industrial arts teacher	12	Housewife	4,800	Together
10	11	Stockman	12	Deceased	5,000	Widower
11	5	Barber	8	Store clerk	8,480	Together
12	12	Dietary service	--	Deceased	4,500	Widower
13	12	Packing assistant	8	Housewife	3,900	Stepfather
14	4	Machinist	9	Housewife	5,400	Together
15	14	Painter	BSE	Housewife	6,000	Together
16	9	Core maker	8	Seamstress	8,235	Together
17	9	Steel painter	10	Shrimp peeler	2,400	Together
18	14	Salesman	12	Housewife	4,118	Separated
19	--	--	10	Housewife	3,500	Stepfather
20	10	Truck driver	8	Housewife	3,500	Together

SIBLINGS	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/67
2	Glen Allen, Va.	Virginia Randolph H S	10	16
2	Cleveland, Ohio	Lincoln H S	9	15
6	New York, N. Y.	J H S 43 Manhattan	8	14
7	Arlington, Va.	Swanson J H S	9	15
2	Darien, Ga.	Todd-Grant E & H S	9	14
3	Mount Vernon, N. Y.	Mount Vernon H S	10	16
2	Atlanta, Ga.	S. H. Archer H S	10	16
4	Baltimore, Md.	Harlem Park J H S	8	13
3	Brooklyn, N. Y.	John Wilson J H S 211	9	15
3	Trenton, N. J.	J H S Number Three	9	14
2	Trenton, N. J.	J H S Number One	9	15
3	Roxbury, Mass.	P. T. Campbell J H S	9	15
2	Brooklyn, N. Y.	Sands J H S	9	14
4	Savannah, Ga.	John W. Hubert J H S	8	14
5	Andover, Mass.	Andover H S	10	15
3	Cleveland, Ohio	Rawlings J H S	9	15
5	Ridgeville, Ga.	Todd-Grant E & H S	10	16
5	Dorchester, Mass.	J. E. Burke H S for Girls	9	14
7	Richmond, Va.	Mosby J H S	8	13
5	Henderson, N. C.	Henderson Institute	8	13

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
21	12	Bench worker	Teaching certificate	Housewife	$4,097	Together
22	BS	Deceased	BA	Teacher	5,372	Widow
23	12	Receiving clerk	--	Clerk	3,050	Together
24	--	Deceased	11	Domestic	3,700	Widow
25	12	Assistant engineer	8	Housewife	6,700	Together
26	3	Cook	10	Dietitian	5,900	Together
27	--	--	--	--	5,734	Foster parents
28	9	Deceased	10	Senior clerk	4,600	Widow
29	9	Storage worker	10	Housewife	Welfare	Separated
30	8	--	10	Seamstress	2,808	Separated
31	9	Deceased	8	Cook	1,300	Widow
32	10	Truck driver	12	Housewife	5,500	Together
33	10	Laborer	11	Housewife	3,100	Separated
34	8	--	11	Housewife	2,700	Together
35	12	Stevedore	10	Housewife	6,000	Together
36	--	--	--	Teacher's aide	3,152	Separated
37	7	Hospital attendant	8	Housekeeper	4,500	Together
38	12	Deceased	12	Deceased	4,258	Stepmother
39	9	Presser	12	Housewife	4,740	Together
40	12	Engineer	10	Housewife	6,260	Together
41	9	--	9	Housewife	None	Separated
42	12	Deceased	6	Cook	1,937	Widow
43	12	Chauffeur	12	Card punch operator	6,098	Divorced

SIBLINGS	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/67
4	Springfield, Mass.	Classical J H S	8	14
1	Jackson, Miss.	Powell J H S	8	13
2	Memphis, Tenn.	Lincoln J H S	8	13
1	Richmond, Va.	Mosby J H S	8	14
8	Dorchester, Mass.	P. T. Campbell J H S	8	13
4	Richmond, Va.	Mosby J H S	9	15
6	Nashville, Tenn.	East Nashville J H S	9	14
6	Trenton, N. J.	J H S Number Three	9	15
1	Trenton, N. J.	J H S Number Three	9	14
2	New Orleans, La.	Edward Henry Phillips J H S	9	14
1	Charleston, S. C.	Burke H S	10	15
2	Jackson, Miss.	Lanier J-S H S	8	13
4	Richmond, Va.	Benjamin A. Graves J H S	9	14
5	Scotland Neck, N. C.	Brawley H S	10	15
0	New York, N. Y.	Edward W. Stitt J H S	8	13
4	Richmond, Va.	Mosby J H S	9	15
0	New York, N. Y.	Wadleigh J H S	8	13
6	Brooklyn, N. Y.	Whitelaw Reid J H S	9	14
2	Hartford, Conn.	Clarence A. Barbour S	8	14
4	Washington, D. C.	Eliot J H S	9	14
2	New York, N. Y.	Charles Evans Hughes H S	9	14
1	Savannah, Ga.	Sol C. Johnson H S	9	14
2	Washington, D. C.	Eliot J H S	9	14

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
44	11	Disabled	6	Housewife	Welfare	Divorced
45	12	--	12	Pantry girl	$1,200	Separated
46	14	Train porter	12	Waitress	5,900	Together
47	12	Butcher	9	Practical nurse	7,200	Separated
48	12	Fireman	14	Housewife	5,200	Together
49	12	Postal clerk	8	Housewife	5,000	Together
50	--	Deceased	--	Artist	1,512	Widow
51	8	Unemployed	8	Housewife	Welfare	Together
52	10	Laborer	12	Press operator	2,729	Separated
53	11	Laboratory technician	12	Housemother	3,252	Divorced
54	10	Plater's helper	12	Housewife	4,896	Together
55	--	--	12	Bookkeeper	5,400	Divorced
56	12	Surgical technician	14	Housewife	3,456	Stepfather
57	--	--	MA	Counselor	7,600	Divorced
58	--	--	--	--	4,156	Grandparents
59	10	Nurse's assistant	11	Seamstress	5,000	Together
60	3	Laborer	7	Housewife	3,280	Together
61	10	Truck driver	11	Housewife	3,400	Together
62	--	--	11	Factory worker	2,862	Separated
63	7	Aircraft worker	7	Maid	5,100	Together
64	4	Construction worker	7	Maid	4,250	Stepfather
65	--	Custodian	8	Housewife	4,524	Together
66	--	Deceased	11	Housekeeper	4,540	Widow
67	BA	Postal employee	8	Housekeeper	7,700	Together

SIBLINGS	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/67
4	New York, N. Y.	Wadleigh J H S	8	13
2	Charleston, S. C.	Burke H S	9	14
2	Richmond, Va.	Randolph J H S	9	14
3	Brooklyn, N. Y.	Nathaniel Macon J H S	8	14
1	Brooklyn, N. Y.	Ditmas J H S	9	15
3	Ozone Park, N. Y.	J H S 120 Manhattan	8	13
0	Columbus, Ohio	Indianola J H S	8	14
10	Bledsoe, Ky.	Loyall J H S	9	15
2	Nashville, Tenn.	Washington J H S	8	14
1	Nashville, Tenn.	Washington J H S	9	15
6	Brooklyn, N. Y.	Nathaniel Macon J H S	8	13
2	Nashville, Tenn.	East Nashville J H S	8	13
6	New York, N. Y.	Simon Baruch J H S	9	14
0	Cleveland, Ohio	Alexander Hamilton J H S	9	15
3	Richmond, Va.	Randolph J H S	9	15
2	Norfolk, Va.	B. T. Washington H S	10	15
3	Memphis, Tenn.	Lincoln J H S	9	15
3	Greenville, S. C.	Joseph E. Beck H S	10	15
1	New York, N. Y.	Wadleigh J H S	8	13
10	Emerson, Ga.	Bartow Elementary S	8	14
4	Memphis, Tenn.	Corry J H S	9	15
7	Washington, D. C.	Shaw J H S	9	14
6	Charlotte, N. C.	Irwin Avenue J H S	9	15
1	Syracuse, N. Y.	T. Roosevelt J H S	9	15

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
68	10	Buffer	10	Housewife	$3,396	Stepfather
69	12	Clerk	12	Housewife	3,700	Together
70	13	Window cleaner	6	Housewife	6,600	Separated
71	10	Supervisor	12	Housewife	5,329	Together
72	8	Baker	4	Housewife	6,175	Together

SIBLINGS	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/67
4	Boston, Mass.	Dearborn S	8	13
0	Brooklyn, N. Y.	Decatur J H S	8	13
2	New York, N. Y.	Jefferson Park J H S	8	13
2	New York, N. Y.	Charles Evans Hughes J H S	9	15
5	New Haven, Conn.	Conte Community S	8	14

APPENDIX D

1967 ABC RESOURCE PERSONS

Malcolm Andresen
New York, New York

Mrs. Madge M. Avent
Henderson, North Carolina

Mrs. Teresa L. Banks
Baltimore, Maryland

Mrs. Helen H. Batts
Memphis, Tennessee

Mrs. Margarita Bernbach
New York, New York

Robert L. Bess
Savannah, Georgia

Mrs. Theodore Chase
Dover, Massachusetts

Mrs. Garvey Clarke
Brooklyn, New York

Marvin A. Cohen
Brooklyn, New York

Mrs. Catherine M. Cooper
Darien, Georgia

Mrs. John DeGrasse
Brooklyn, New York

Mrs. Edward H. Dodd
Roxbury, Massachusetts

Mrs. Harold Edwards, Jr.
Syracuse, New York

Bernard R. Fielding
Charleston, South Carolina

Frank Goldman
New York, New York

Mrs. Mary Goode
Roxbury, Massachusetts

Mrs. Nancy G. Griggs
Greenville, South Carolina

Mrs. Alice B. Helm
Memphis, Tennessee

Charles H. Higgins
Trenton, New Jersey

Mrs. Byrd Hopkins
Springfield, Massachusetts

Mrs. Margaret B. Johnson
Cartersville, Georgia

Samuel H. Johnson
Atlanta, Georgia

Alan Kaplan
Dorchester, Massachusetts

Arnold Lerner
New Haven, Connecticut

Mrs. Louisa L. Lockette
Trenton, New Jersey

Mrs. Dorothea J. Mills
Richmond, Virginia

Mrs. Sara A. Moultrie
Washington, D. C.

Mrs. Piccola B. Osborne
Savannah, Georgia

Mrs. Gloria J. Paige
Jackson, Mississippi

Ernest Parker
Glen Allen, Virginia

Howard R. Payne
Brooklyn, New York

Mrs. Dorothy Pease
Nashville, Tennessee

Mrs. Thelma H. Peterson
Richmond, Virginia

Eugene C. Plankey
Hartford, Connecticut

Edouard E. Plummer
New York, New York

Mrs. Audrey L. Quander
Washington, D. C.

Miss Albertha Rabain
New York, New York

Mrs. Gwendolyn D. Ragland
Richmond, Virginia

Mrs. Frances Richardson
Mount Vernon, New York

Charles H. Ryans
Memphis, Tennessee

Christopher B. Sanford
Charlotte, North Carolina

Michael Scott
Cleveland Heights, Ohio

Mrs. James E. Simmons
Andover, Massachusetts

Mrs. Gaynell C. Skinner
Norfolk, Virginia

Calvin Stark
Brooklyn, New York

Mrs. Omeda Timmons
Philadelphia, Pennsylvania

Mrs. Mary Margaret Trice
Arlington, Virginia

Mrs. Grace W. Wheeler
New York, New York

Elliot Willard
New Orleans, Louisiana

John D. Wilson
Pine Mountain, Kentucky

Mrs. James C. Winters
Columbus, Ohio

Miss Glynis O. Wragg
New York, New York

APPENDIX E

LIST OF EVENTS

July 2	Vespers: The Parable. Discussion led by the Reverend John F. Piper, Jr., Mount Holyoke College.
July 3	Assembly: Slides of 1965 and 1966 ABC Programs.
July 5	Seminar: Music listening session.
July 9	Vespers: Readings and hymns.
July 10	Assembly: Dr. H. Bosley Woolf, Managing Editor, G. & C. Merriam Co. "On Choosing Words for the Dictionary."
July 12	Seminar: Reading of the Zoo Story.
July 16	Vespers: The Reverend Samuel Slie, Yale University. "What It Means to Be Disadvantaged."
July 17	Assembly: The Miracle Worker.
July 18	Movie: Robert Frost--Lover's Quarrel with the World.
July 19	Seminar: Mrs. Oliver W. Kerr. "The Community As It Is Mine."
July 23	Vespers: The Reverend Oliver K. Black, Second Congregational Church, Holyoke. "On Making the Old New."
July 24	Assembly: Professor Alan V. McGee, Mount Holyoke College. "On Shakespeare."
July 26	Seminar: The Detached Americans.
July 27	A Midsummer Night's Dream at The American Shakespeare Festival Theatre in Stratford, Connecticut.
July 28	Dance program by The Connecticut Valley Regional Ballet Company.
July 29	Afternoon and evening mixer with Hotchkiss Summer Program at Lakeville, Connecticut.
July 30	Vespers: Rabbi Solomon Kaplan, Mount Holyoke College. "The Jewish Tradition."
August 2	Seminar: The Reverend David King, Laymen's Academy for Oecumenical Studies. "On Violence."
August 3	Solveig Oestergaard and Niels Kehlet of the Royal Danish Ballet and Olatunji and Company at Jacob's Pillow, Lee, Massachusetts.
August 5	Mixer with Williams College ABC Program including the production of The Sound of Music.

August 6	Flower Power Sunday.
August 7	Assembly: Miss Clara R. Ludwig, Director of Admissions, Mount Holyoke College.
August 9	Seminar: From Generation to Generation. Discussion led by Mrs. Solomon Kaplan.
August 12 & 13	Arts Festival Weekend including novelty swim meet.
August 13	Vespers: The Reverend Lewis S. Mudge, Amherst College. "The Mississippi Project."
August 14	Assembly: Mr. Charles McCarthy, Director of Cooperative Program for Educational Opportunities.
August 16	Closing Exercises: Address by Miss Mary E. Tuttle, Secretary of the College, Mount Holyoke College.